**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 2nd grade** | | | **Date(s)**: |
| **Unit Title: Task 3 Day 1** | | | | **Corresponding Unit Task: Task 4** | | |
| **Essential Question(s):**  **How do patterns help me skip count?**  **How do I compose numbers up to 1,000?**  **How do you know the value of a number?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   |  | | --- | | Inventory Investigation Part 3  Inventory Investigation Part 1  School Store Inventory Picture  Teacher Guide for Counting Up with Base | | | **Student:**  Ten Blocks and Number Lines  Number Lines to Use for Performance Task  Base-Ten Blocks  Pencil  Paper  Ruler | | | |  | | --- | | ***compare,***  ***less than ,***  ***greater than,***  ***equal to*** | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   |  | | --- | | **2.NBT.3**  *Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)*  (Correlates to NCSCOS Math Objective 1.01b)  **2.NBT.4**  *Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.* (Correlates to NCSCOS Math Objective 1.01c) | | | | | | |
| **I Can Statement(s):I can read numbers to 1,000 using base ten, number names and expanded form.**  **I can compare three digit numbers using >,=,<.**  **I can compare three digit numbers and record the results.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Draw a circle map on the board with the number 541 in the middle of the circle map. Have students to tell you different ways to represent this number. (base ten, number word, standard form, etc) Write responses inside the circle map. | | | | | |
| **Teacher Directed: (Me) Explain to students that numbers can be representing in many different ways. Base ten, number word, standard form, expanded form are the ways that we will focus on today.**  **Using a chart show several different numbers and examples of how to represent those numbers in different ways.** | | | | | |
| **Guided Practice: (We)**   |  | | --- | | http://www.harcourtschool.com/hspmath/na/index.html |   **(Numbers to 1,000 in different ways)** | | | | | |
| **Independent Practice: (Two/You)**  **Representing numbers in four ways activity.** | | | | | |
| **Closing/Summarizing Strategy:**  **Ticket out the door activity**  **Teacher will place a number on the board and students will show different ways to represent that number.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Pose “What if” questions:  What if you need  2,000 of each item  in the school  supply store?  3,000? 500? | | | Give students the appropriate number line to use for each item.  Limit number of items to complete to 2 or 3; use number line only once.  Use color coding to help students skip-count by different intervals (for example: **red**=100)  Show using Base-Ten blocks; Label “counting on” strategy so students are able to keep track of the numbers. | | | Pre-teach vocabulary: ***compare, less than , greater than, equal to***  Include these words and math word wall cards for math dictionary |
| **Assessment(s):**  Independent practice activity. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |
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